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| [**Open Course Library Instructional Design Team**](http://sites.google.com/site/waoclid/) |  |

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|  | Syllabus Template  |  | | --- | | **COLLEGE**    *(College Emblem if Desired)*    **COURSE TITLE**: **Introduction to Psychology**  **Number of suggested credits (OCL Project): 5 quarter credits**      Course Developer:  **Bob Riesenberg, Whatcom Community College**  Instructor: **- leave blank for OCL project**    Office Hours:  **- leave blank for OCL project**    Office Phone:  **- leave blank for OCL project**    Email **- leave blank for OCL project**    *(Helpful to discuss preferred mode of communication here…see below)*    **Contacting the Instructor:**  ∙       ***Include this on your own course site, but leave blank for OCL project.****How do you want students to contact you? Through the course? Through school e-mail?*    **How You Respond To Students:**  ∙        ***Include this on your own course site, but leave blank for OCL project.*** *Particularly if the course is taught online, students need to know how long it will take you to respond.*    **Your Expectations of Students Response:**  ∙         ***Include this on your own course site, but leave blank for OCL project.*** *It is important to note when you expect students to respond to their e-mails, as well.*    **An example:**  **My commitment regarding our online communication:**  Our shared communication is vital since I will not see you in person regularly. Therefore, I am online frequently. I am on e-mail throughout the work day on weekdays and at least once per day during the weekend. I am committed to returning your e-mail within 24 hours on a weekday. On the weekend, I usually check at least once in the morning.  If you do not hear from me in my committed timeframe, this means I have not received your e-mail. It does not mean I’m busy or ignoring you—I’m here to serve you! BUT… technology can and does fail. I anticipate that you will attempt to reach me via telephone if you receive no e-mail response. I enjoy communicating with you—it’s why I am in this line of work!—but I can’t communicate with you if I don’t know that you’re trying to get in touch with me.  Every e-mail that I send to you as a class is replicated in the announcements, so if you log into Angel regularly (should be as often as you check e-mail), you will see the announcement.    **My expectation of YOUR commitment to our online communication:**  First and foremost, you need to have an updated e-mail address in Angel. You can take care of this in the Preferences section of Angel (the silhouette of the head). Next, not surprisingly, I expect that you will be online frequently. Please check e-mail **at least every 48 hours**, and **every 24 hours during weeks that we have a major assignment due**. I know many of you check far more often. If you have a computer or e-mail issue, or if your address is incorrect in Angel, fix it immediately. I may send a personal e-mail if I need to get in touch with you regarding an assignment, tape, or speaking situation. Saying, “I didn’t get your e-mail,” or “Sorry, I haven’t been checking my e-mail,” will not suffice as a reasonable excuse for any course-based situation. I have also been known to call students, so make sure there is current phone information on file with the college.    **PREREQUISITES:**  No prerequisites.  **COURSE DESCRIPTION:**  General Psychology surveys the knowledge and methods of the discipline of psychology. Emphasis will be placed upon application of psychological knowledge to daily situations, and upon accessing and assessing information from a variety of sources about behavior. Skills in scientific reasoning and critical thinking will be developed during this course. Areas of psychology to be included are: research methods, neuroscience, human development, perception, consciousness, learning, memory, intelligence, motivation, emotion, personality, psychological disorders, psychotherapy, stress and health, and social psychology.   **Weekly modules** The course is divided into 14 modules. Generally the modules correspond to chapters in the textbook and areas of psychology as a discipline. Each week’s assignments will consist of:   1. A video clip and written overview with the instructor’s explanation of the week’s topics and assignments. 2. Assigned textbook readings 3. A list of videos to view related to the readings and to the week’s research & discussion topic. The weekly videos include a 45 minute lecture by Dr. Steven Bloom of Yale University and a 25 minutes video segment from the telecourse series Discovering Psychology by Philip Zimbardo. There will also be 5-10 minute video clips from the publisher’s web site “Psych Portal” and possibly additional videos from You Tube or other web sites. The videos are an integral component of the course. While they are not strictly related to the textbook chapters and quizzes over each chapter, they provide alternative descriptions of concepts in the chapters and add to students’ understanding of psychology as a scientific discipline. They may also be part of other assignments and discussion forums for the week. 4. One or more multiple choice quizzes over the relevant textbook chapter(s). These quizzes will consist of 25-30 items over each chapter. Hey will require careful reading and thorough understanding of the chapter in order to score well. The videos for the week will add to your understanding after reading the chapter and likely contribute to your ability to correctly answer quiz items. Your score on these quizzes will contribute about 40% of your course grade. 5. A research and writing assignment for submission in the week’s Drop Box. A short video by the instructor will explain the relevance of the topic to the week’s readings and to psychology in general. Your written response to the topic will involve the synthesis of several assigned sources about psychology topic ad to compare the current state of psychological knowledge with your personal views of a topic. Developing your response to the topics will provide you with experience in thinking like a psychologist about behavior issues and to applying critical/scientific thinking to controversial topics. There will be five such topics in the 10 week course. Your week in these topics will; contribute about 40% of your course grade. 6. One or two Discussion Forums for interacting with the instructor and other students about the week’s research and discussion topic or other assigned topic. Only substantive comments about the issues earn points. Mere “I agree or “good work” type comments earn no points. Your interaction with other students in these forums will contribute about 15% of your course grade. 7. You will also post two reflection statements on your experience of the course to be posted in Weeks 3 and 10 for all to read. Your two reflections will contribute about 5% of your course grade.   **Your learning process in this course:**   * The textbook provides the basic outline of psychological concepts for this introduction to the discipline. * The weekly videos provide additional and alternative ways of understanding some of the concepts. * The research and writing topics provide learning opportunities in several ways:   + the way psychologists think about behavioral issues;   + the nature of and role of academic peer-reviewed research in a scientific discipline;   + comparing the current state of knowledge from scientific perspective with individual views of controversial issues;   + synthesizing several sources with your own views to address an issue with no absolute clear-cut answer. * The discussion forums provide interaction with other students to compare views of topics and understanding of how different individuals arrive at different conclusions about human behavior issues. * The reflection statements require understanding of how you learn and how various characteristics of the course affect your learning and that of other students. They also provide feedback for the instructor to use in improving the course.   **GLOBAL OBJECTIVES:**   * A survey of the discipline of scientific psychology through a survey of some areas of the discipline. * Understanding how psychologists think about behavioral and societal issues. * Understanding the role peer-reviewed academic research journal information in scientific psychology.   **COURSE LEARNING OBJECTIVES:**  Introduction to Psychology students are expected to demonstrate achievement of the following broad learning objectives. Each activity and assignment is designed to address one or more of the learning objectives:     * Thinking: Demonstrate understanding of the nature of psychological research and be able to apply the scientific method in explaining behavior from several perspectives. Demonstrate the capability of conducting a basic literature review in academic journals and in the popular press using electronic data bases. * Communicating: To describe psychological research as an ongoing process with new discoveries and revisions of old discoveries, similar to any other scientific discipline, and to communicate the findings and applications of psychological research orally and in writing. * Knowing: To discern the current state of knowledge in several major areas of psychological research corresponding to chapters in the textbook and apply it to current individual and societal topics. * Relating: To describe the significance of different conditions in the individual and in the environment as contributing factors in the dynamic processes that determine behavior. * Integrating: to apply the course material to one’s personal life. While this may occur as a result of learning in the course, it is not required or assessed. For example, the course requires understanding the measured effect of parenting styles on child development but does not require students to practice any particular parenting style and have it assessed for the course grade (integration). This would create ethical difficulties that cannot be addressed in this course.     These objectives will be achieved through the following activities and assignments:   * Read the required chapters in the text. (Knowing) * Completing exams over the assigned readings. (Knowing, Relating, Thinking) * Accessing video and audio programs through streaming over the Internet. * Locate, describe, and assess mass media articles, primary source articles in peer-reviewed research journals, articles summarizing research and issues, and Internet web sites in written assignments. (Thinking, Relating, Communicating) * Utilizing online resources to acquire skill in locating and using research literature, mass media, and Internet resources identifying the current state of knowledge about assigned topics or issues related to human behavior. A written description of the topic, the sources accessed, and the validity of the sources will be submitted. (Thinking, Communicating, Relating). * Discussing Psychology Topics in threaded discussion format involving knowledge of the topic and integrating related sources from web sites and ProQuest (Communicating and Relating).   **REQUIRED TEXTS/MATERIALS:**  Our basic textbook comes in two versions: paperback and eBook (known as Psych Portal). Many of our required videos come with the Psych Portal version (eBook) and are accessible only with access to the publisher’s web site. It also includes practice quizzes, study aids, interactive simulations of psychology experiments and concepts. Psych Portal is required and the paperback version of the textbook is optional. You may **purchase Psych Portal directly from the publisher’s web site for instant access** for $28.95 at: <http://courses.bfwpub.com/griggs2e.php> . It may also be purchased for your college bookstore: ISBN: 1-4292-2028-7 or ISBN-13: 978-1-429-22028-6  You may also purchase the **combined package of Psych Portal and the paperback book** from the publisher or your college bookstore. Be sure that you get the access code for Psych Portal with your book. Used books may not include Psych Portal. The ISBN for the package of Paperback plus Psych Portal is either of these two: ISBN-10: 1-4292-2580-7 or ISBN-13: 978-1-429-22580-9  No other materials are required purchases for this course.    **MINIMUM TECHNICAL SKILLS REQUIRED:**  **Technical**   * Access to a computer (at home, school, or work) which you can use for extended periods of time. * Broadband internet access (cable modem, DSL, or other high speed). We will be streaming lots of video. * Firefox 3.0 or later or Internet Explorer 8 or later. Safari and Chrome are not compatible with Angel. * Permissions/ability to install plug-ins or class software (e.g. Adobe Reader or Flash), allow pop-ups, use media players such as Windows Media Player and Apple Quicktime. * Highly recommended: up-to-date anti-virus software * Highly recommended: review the System Check nugget on the Angel home page that includes * Backing up school work assignments on tools such as a memory stick, external hard-drive, in Google docs, etc. You should compose all lengthy writings on your word processor, save it, and then copy/paste into message windows for submission or posting to avoid the heartbreaking experience of losing your work due to technical difficulties.     **Skills**   * To succeed in an online or hybrid class, you should have the ability to: * Navigate web sites, including downloading and reading files from web sites * Download and install software or plug-ins such as Adobe Reader or Flash * Use email, including attaching and downloading documents/files from emails * Save files in commonly used word processing formats (.doc, .docx, .rtf) * Copy and paste text and other items on a computer * Save and retrieve documents and files on your computer * Locate information on the internet using search engines       **DESCRIPTION OF ASSIGNMENTS/ASSESSMENTS:**  See Course Description for the various components of the course.  The **chapter quizzes** assess mastery of the textbook material, not just being able to recognize terms. They are all open book and notes, timed quizzes. This means that the student must be well-prepared before beginning the quiz as there is not enough time t read the chapter while completing the quiz items. The quiz items assess understanding and application of each chapter’s concepts. Careful, thoughtful reading of the chapters is required to do well on the quizzes. Your quiz s scored upon submission and the correct answers are provided immediately to enhance learning. You should review each quiz after getting the results to see what was required to correctly answer each item. You may take a new version of the chapter quiz if you believe that you have mastered the material better than with the first quiz. The last score is the retained for your course grade, so only re-take it if you are confident that you have mastered the material to a higher degree. You need to be sure that you have an un-interrupted period of time with no distractions when beginning a quiz. If you save the quiz and stop it to come back later, the timer continues to run. The quiz is automatically submitted when the time is up. Practice quizzes for each chapter (untimed) are available on the Psych Portal web site.  The **Drop Box submissions of Research & Writing topics** are the most complex writing assignments. They are scored according to the guidelines in the assignment. Point values of each component re listed in the assignments. High scores are earned by being sure to address each required component. Omitting components or writing less the guideline length decreases the score.  The **Discussion Forums** earn points by entering substantive comments about the assigned topic and by replying substantively to other students. These forums encourage a freer form of interaction with other students and the instructor based on ones learning about the assigned topic and one’s personal views than do the Drop Box submissions that must follow strict guidelines to demonstrate mastery of the required components of the assignment.  **Reflections:** The first reflection addresses one’s experience of getting started in the course. The second reflection describes the overall experience and views of the various components of the course including the textbook, videos, discussion topics, and the instructor’s handling of the course.  **COURSE GRADING POLICY:**  The following is an estimate of total points:   * Five topics for research and writing submitted to Drop Box (ranging from 30 to 50 points each) = about 200 points * Discussion Forums about 75 points. * Chapter multiple choice quizzes: 10 quizzes @ 20 items (1 point per item) = 200 points * Reflection papers: 2 = 25 points * Estimated total points: 515   Grades will be assigned as follows (total points will vary somewhat depending on the number of Topics and short answer items):  A = 90% of total points and higher  B = 80-89% of total points  C = 70-79% of total points  D = 60-69% of total points  F = less than 60% of total points   **Class Schedule of Assignments** The course will follow a 10 week schedule from Thursday through Wednesday. The days of the week are numbered as follows: Thursday is day 1, Friday is day 2, Saturday is day 3, Sunday is day 4, Monday is day 5, Tuesday is day 6, and Wednesday is day 7 and the end of the class week. The textbook readings and associated quizzes will not deviate from those listed here. The Research & Discussion topics may not be available until the beginning of the relevant week as I often modify them as new information and news events emerge. You must post your primary response to the topics by Tuesday midnight to allow other students time to read it and respond on Tuesday and Wednesday. A 10% penalty will be applied for primary responses posted after Tuesday midnight.  **Module 6 Sensation and Perception is omitted** **from the class schedule below.**  **Week One: Jan. 6-12 - Module One**  Week 1 requires you to complete several additional tasks beyond reading in the textbook in order to become familiar with the tools used in the course. The complete “to do list” for this week is:    1.      Biography folder in the Week 1 Discussion Forum: Introduce yourself by submitting a 100-200 word description of your life experiences, goals, and interests along with anything else you wish to add that will enable us to know you as an individual in our class. Financial Aid uses these Bio statements to verify your entry into the course.  2.      Complete the several Week 1 lessons/assignments in the Assignments folder.  3.      Participate in the discussion forums about of the course and its components such as quizzes and ProQuest, and videos. (10 points)  **4.     Read: Chap. 1 "Thinking Critically with Psychological Science"** (34 pp)  5.      View the required videos related to Chapter 1  6.      Complete the quiz for Chapter 1.(15 points)    **Week Two:  Jan. 13-19 - Modules 2 and 3**  **Chap. 2** The Biology of Mind with quiz (30 pp) (15 points) **Chap. 4** Nature, Nurture and Human Diversity with quiz (32 pp) (15 points)  View the required videos  Complete the “Exploring Psychology on the APA web site” assignment in the Week 2 Lessons/Assignments folder (25 points)  **Week 3: Jan 20-26 – Module 7**  **Chap. 3** States of Consciousness with quiz (40 pp) (15 points)  View required videos  Complete the “Sleep Deficit” Discussion topic in the Week 3 Lessons/Assignments folder. (10 points)  **Week 4: Jan. 27-Feb. 2 – Module 4**  **Chap. 5** Developing Through the Life Span with quiz (42 pp) (15 points)  View required videos    **Week 5: Feb. 3-9 – Module 5** **Chap. 7** Learning with quiz (32 pp) (15 points) View required videos Complete the “Effects of Physical Punishment of Children” Research & Discussion topic in the Week 5 Lessons/Assignments folder. (30 points)  **Week 6: Feb. 10-16 – Modules 8 and 10**  **Chap. 8** Memory with quiz (34 pp) (15 points)  View required videos  **Chap. 10** Motivation with quiz (36 pp) (15 points)  View required videos  Participate in the “Sex Education in the Schools” discussion topic (10 points)  **Week 7: Feb. 17-23 – Module 13**  **Chap. 15** Social Psychology with quiz (45 pp) (15 points)  View required videos  Complete the “Implicit Association Test” Research & Discussion topic in the Week 9 Lessons/Assignments folder.  (30 points)  **Week 8: Feb. 24-Mar. 2 – Modules 9 and 12** **Chap. 9** Thinking, Language and Intelligence (48 pp) (15 points) View required videos **Chap. 12** Personality with quiz (34 pp) (15 points)  View required videos Complete the Five Factor personality traits assessment and discuss it in the week 8 forum (10 points)  **Week 9: Mar. 3-9 – Module 11**  **Chap. 11** Emotions, Stress, and Health with quiz (44 pp) (15 points)  View required videos Participate in the discussion of complementary and alternative medical treatments, happiness, and spirituality (10 points)  **Week 10: Mar. 10-16 – Module 14**  **Chap. 13** Psychological Disorders with quiz (40 pp) (15 points) **Chap. 14** Therapy with quiz (32 pp) (15 points)  View required videos  Complete the “Psychological Disorders” Research & Discussion topic in the Week 10 Lessons/Assignments folder.  (30 points)  **Week 11: Mar. 17-23** Complete the Comprehensive final exam to earn extra credit points for scoring above 70% or lose points from your point total if you score below 60%.  Post your second reflection (15 points) on the course in the Week 11 Discussion Forum. See the Week 11 Lessons/Assignments folder for guidelines.  **Have a great break!  You earned it.  :-)**  **COURSE POLICIES/RESOURCES**  Netiquette statement is required by QM. ID’s can help with this. You can also place this in its own post in a discussion forum, if you prefer. Or you can place it in both areas. Here is a good resource - <http://www.online.uwc.edu/Technology/onlEtiquette.asp>  Disability statement required by QM and must be very specific.  Academic Integrity and Plagiarism Statement - see <http://www.wpacouncil.org/node/9>  Information for technical support. Should include contacts  and processes for technical assistance.  Information for college support services related to the course i.e., tutoring center. | |  |   **\_displayNameOrEmail\_** - \_time\_ - Remove  \_text\_ |